

Teachers Practices on Speaking Assessment of Malay Language in Classroom Assessment

Halimah Jamil

Faculty of Educational Studies, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor, Malaysia

Corresponding Author Email: halimah.jamil@upm.edu.my

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Abstract

The integrated system of classroom assessment in the teaching and learning process began in practice in 2012. The changes in education in the country that followed the previous examination-oriented system were considered to be inconsistent with the flow of education progress in the global context. This study attempts to explore teachers' practices on speaking assessment of Malay language in classroom assessment. Qualitative research with case study design was conducted on six Malay language teachers. The six participants were selected from three secondary schools in one of the districts in Negeri Sembilan, Malaysia. The study data were collected through semi-structured interviews and document analysis. The main finding of the study showed that there were a number of participants not performing recording, follow-up, and reporting oral measurements. Participants are also unable to perform an oral evaluation deduction based on the performance standard in determining the level of mastery achieved by the student. This needs to be dealt with urgently, especially by the education policy so that the evaluation process can be carried out in accordance with the procedures specified in the Standard Curriculum and Assessment Documents (DSKP). This will affect students especially communication skills to face up to the challenges ahead. Even the quality of the teacher's teaching will be challenged. The Ministry of Education Malaysia must endeavour to ensure that the implementation of oral examination in schools is in line with the aspirations of Standard Curriculum for High Schools (KSSM).

Keywords: Speaking Assessment, Malay Language, Assessment Procedure, Classroom Assessment.

Introduction

The centralized examinations that have long been conducted by the Malaysian Examination Board (LPM), namely the Primary School Achievement Test (UPSR), the Lower Secondary Assessment (PMR), and the Malaysian Certificate of Education (SPM), aim to assess the level of achievement of students by awarding certain grades as prescribed by the LPM. Thus, schools, teachers, parents, and students put more emphasis on examinations and focus on

preparing students who can answer examination questions solely. There is no denying that curricula such as the The New Primary School Curriculum (KBSR) and the Integrated Curriculum For Secondary School (KBSM) require comprehensive development of the student's potential but show an examination-centric system that emphasizes school achievement to compete with each other. This leads to the teaching and learning process (T&L) not being tailored, as well as not giving students the opportunity to improve their learning processes. (Stigler dan Hiebert, 1997). The changes that are taking place in the education system are timely with the evolution and progress in education itself. Thus, Ministry of Education (MOE) has cancelled the PMR examination by replacing the Form 3 Assessment (PT3) starting in 2014. The School-Based Assessment (SBA) education system is a combination of academic and non-academic. The academic component consists of the Central Assessment (PP) provided by the LPM, but the assessment process is carried out by teachers in the school guided by the section developed by LPM. Classroom assessment (CA) is carried out in schools under the responsibility of the teachers of the subjects, that is, they make the planning, implementation, and reporting of the measurements. The process of formal and informal evaluation takes place continuously with the aim of enabling the teacher to see and determine the actual level of mastery of the student. The research question for this research is as below:

- i) How is the oral Malay language examination implemented and the oral measurement procedure carried out?

Literature Review

Classroom Assessment

Classroom assessment (CA) are evaluated continuously to help teachers obtain information and student learning achievements from time to time. Teachers play the main role as administrators, planners, implementers, item builders, inspectors, recording and reporting to determine the level of mastery of students for subjects taught based on Standard Curriculum and Assessment Documents (DSKP). The assessment process takes place formally or informally aimed at the teacher to determine the level of actual mastery of students.

Formative assessment practices the concept of assessment as learning (AaL) and assessment for learning (AfL) aims to assess the development of student learning which is carried out in line with T&L in addition to developing the potential of students as a whole (na'imah, 2011). According to Wan Zuhairi (2017), AfL greatly helps improve student learning. Through this assessment, students will receive feedback to further enhance learning. This shows that assessment provides opportunities and space for teachers to diversify methods of assessment in the classroom. In addition, teachers can also identify the learning needs of students in the classroom throughout the teaching session. Therefore, feedback from students after teaching and learning sessions is very important for teachers to make improvements in T&L.

Summative assessment is carried out after the end of a learning unit, term, semester, or year. Therefore, the MOE has prepared the Classroom Assessment Implementation Handbook (Moe, 2018) (CAIH) as a reference for teachers to implement CA more effectively. This means that CA has various forms of authentic and contextual assessments that provide an opportunity for teachers as assessors to measure the level of mastery of student learning for a subject taught.

The achievement of T&L and assessment objectives is dependent on the wisdom of the teacher to plan and choose assessment methods that are appropriate to the level of ability and achievement of student learning. According to Heitink et al., (2016), to ensure that a

teacher can perform the assessment effectively, they need to equip themselves with in-depth knowledge of pedagogical content (PCK) and integrated in the assessment in order to meet the learning needs of students.

Malay Language Speaking Skills

In the context of Malay language education, speaking assessment is part of language skills namely reading, writing, grammar and language arts skills which are emphasized in the Malay language curriculum. Verbal assessment refers to the ability of students to convey critical and creative information, opinions, feelings, and ideas orally with the correct pronunciation and intonation in a polite manner. The teacher will refer to the main document, which is the DSKP when conducting an speaking assessment on the student. During the implementation of the speaking assessment of the Malay Language, teachers need to ensure that students can master Content Standard (SK) and Learning Standard (SP), and determine the level of mastery (Spi) achieved by students. Teaching Malay listening and speaking skills requires certain approaches, strategies, methods and techniques to ensure that students can master these skills successfully. Students' progress is also measured based on their level of mastery and learning progress in the classroom.

Malay Language teachers who will conduct speaking assessment must first understand the definition of speaking assessment before planning and setting the title that will be taught on that day. In order to be a teacher, a teacher has to follow the rules of conduct. The following are the procedures for the implementation of assessment outlined in the classroom assessment handbook (PPPBD):

- i) Planning T&L and Assessment Method
- ii) Implement T&L and assessment
- iii) Monitor and evaluate the student's progress
- iv) Feedback on speaking assessme
- iv) Report the level of student mastery

i) Planning T&L and Assessment Method

Teachers must understand and identify learning objectives in line with the SK and SP that have been chosen to be assessed to students. The selection of assessment methods that are appropriate to the development of learning and student ability is a priority. The assessment method can be determined by the teacher either observationally, orally, or in writing which is carried out separately or combined according to the needs of the teacher as an appraiser (MOE, 2018). The assessment system provides an opportunity for teachers to use a variety of assessment methods that are appropriate to the ability of each student. Teachers no longer use traditional methods instead encourage pupils to engage with presentation, role-playing, and project work activities (Azlin et al, 2013). Through this method of assessment can increase the creativity and talent of students and teachers in implementing assessment in the classroom.

ii) Implement T&L and Assessment

Teachers will implement T&L and speaking assessments with activities involving teacher-pupil interaction, pupil-to-pupil, or student-to-student learning materials. Interaction, whether formal or informal, is the main function of social relations. Teachers who use textbooks can diversify speaking assessment activities that lead to interaction activities by ensuring the availability of topics to be discussed, turns to speak, and methods of questioning (Richard,

2006). According to Harmer (2001), discussions in pairs or groups provide an opportunity for students to exchange ideas and provide views together with peers. Students will present themselves to solve the topic of discussion given by the teacher by trying their best to provide views through interaction with peers. Effective questioning methods encourage active involvement of students in discussions while conducting assessments. The teacher will ask as many questions as possible to encourage students to engage with the learning content, see the extent of students' existing knowledge, and track the level of students' understanding of the topic being studied (Richard and Rodger, 2001).

iii) Monitor and evaluate the student's progress

The teacher will carry out the process of recording and analyzing the mastery achieved by the students each time the speaking assessment takes place. The teacher is responsible for determining the level of mastery (TP) in accordance with the achievement of students as a result of what has been learned and mastered during the speaking assessment. If the student has not yet mastered the set TP, the teacher will give the student the opportunity to re-assess until they master it. This allows the teacher to modify the assignment according to the ability and learning level of the assessed student.

iv) Feedback on Speaking assessment

Assessment feedback is an important component when undergoing an assessment that affects the development of student learning (Hattie and Timperley, 2007). The effectiveness of the feedback depends on the way the teacher delivers the feedback. Assessment feedback that has a positive impact on students involves two approaches that occur simultaneously, namely cognitive and motivational factors (Brookhart, 2008). Cognitive factors that influence assessment feedback when students are able to understand and accept the information provided by the teacher is intended to improve the quality of learning and can determine the steps that should be taken in future learning. Once students have identified what they need to do and why, students indirectly feel that they have mastered something and without realizing this situation can motivate themselves. In fact, the feedback received can help students make improvements in the way of thinking or behavior to improve their learning achievement (Shute, 2008).

Brookhart (2008) asserts that verbal feedback given by the teacher usually occurs when the student is carrying out the task given by the teacher. The teacher will make observations to the students and the interaction between the students takes place when the teacher gives feedback. Before a verbal response is given, the teacher must ensure that the student is ready to accept it without feeling embarrassed in front of peers. Teachers can provide assessment feedback in several ways, including; (1) slowly at the student's desk (while other students do assignments); (2) the teacher meet the student at the teacher's desk; and (3) after T&L (after school session). In contrast to written feedback, it is more permanent in nature to allow students to see it at any time.

v) Report the Level of Student Mastery

The final process of assessment implementation requires teachers to report student's TP twice a year which is generated through individual reports in the form of MS Excel. Reporting provided allows students, teachers, school authorities, and parents to take appropriate follow-up steps after detecting the strengths and weaknesses of a student. Brown (2011) asserts that assessment reporting helps teachers to enlighten parents about the strengths

and weaknesses of student learning, identify the strengths and weaknesses of students in the classroom, identify the suitability of teacher to student teaching, and teaching materials needed by students. Meanwhile, the school management requires assessment reports to see student achievement based on the level of mastery which is assessed according to the lower level to the more complex for each class. Even teachers can make improvements in their teaching.

Methodology

The study employs a qualitative design based on a case study methodology to enable the researcher exploring how teachers practices on speaking assessment of Malay language in classroom assessment. According to Merriam (2009) and Yin (2008) case studies used by researchers aim to understand or explore a social phenomenon or unit such as an individual, a group of humans, a family, a class, a community, an institution, an organization, a community, an event, or a culture.

Participants

In this study, the participants consisted of six teachers who taught Malay language at the first and second levels in three different categories of schools in a district in Negeri Sembilan, namely the Sekolah Menengah Kebangsaan (SMK), the Sekolah Agama Bantuan Kerajaan (SABK), and the Sekolah Berasrama Penuh (SBP). Each school represents two participants. Creswell (2013) stated that the selection of participants was important. Participants must voluntarily engage as participants in order to share experiences and information honestly and openly. In that, the researcher will handle the interview in a comfortable atmosphere so that the participants are more confident to respond. The audio recording is used during the interview and the video recording will be used when the observation of the oral measurement process is carried out in the classroom. The participants selected were among Malay language teachers who had less than five years of teaching experience and more than five years of experience teaching.

Data Collection and Techniques

In this study, observations, document analysis, and interviews were the three data collection methods used in a qualitative design. By combining these three techniques, or triangulation, the researcher can lessen bias in their interpretations of the teacher's practice of oral measurement. By using these three data collection techniques, the researcher can obtain a clear picture that will enable them to better explore and comprehend the phenomena under study.

Interview

The study uses semi-structured interviews as a primary data collection method to understand and explore teachers practices on speaking assessment of Malay language in classroom assessment. A conducted in-depth interview can help the researcher to obtain information from the study participants. In addition, Lincoln and Guba (1984) stated that during an interview session, the researcher should always be sensitive to the non-verbals shown by the study participants such as tone of voice, facial mimics, and style of conversation to explore all the information delivered until the study process is completed. The use of the interview method will give the researcher the space to get more detailed information, gain insight and

further explanation about the teachers practices on speaking assessment of Malay language in CA once the research questions of the study are answered.

Observation

The observation method will also be used in this study. Observation is one way to gather information about the circumstances and interactions of a phenomenon. (Merriam, 2009). Following the observation method, indirectly the student can experience and see the actual situation of the teacher's teaching behavior and activities and enable the researcher to understand the roles played. (Bogdan, 2003). In the context of this study, observation of the teacher was done to see to what extent what was said and informed during the interview about the understanding of the practice of oral examination. Observations are performed in this study when the teacher practice the oral measurement performed alongside the T&L.

Document Analysis

In this study some documents were used such as the Standard Curriculum for High Schools (KSSM), DSKP Form One, DSKP Form Two, and PPPBD, the form one Malay language textbook, the form two Malayan language textbooks, the daily teaching plan and student work outcomes. Starting in 2017, documents such as student performance records, student (individual) reports, and reporting graphs are new documents provided by the Curriculum Development Division (BPK), KPM for teachers to record student management reports for each language skills. Using these documents can help the researcher understand every situation that occurs in the classroom and can collect data that may not be obtained through interviews and observations. According to Merriam (2009), document analysis can help confirm the data observed and identified by the teacher.

Data Analysis Techniques

The process of data processing in qualitative research is a complex and continuous process and requires thorough research in order to gain a comprehensive understanding of the data obtained. The researcher will analyze the information as soon as the information begins to be collected. Results from data obtained from interviews, observations, and analysis of study documents will use ATLAS.ti version 8 software to analyze the data.

In the process of understanding the interview data, observations in the classroom, and documentation, the researcher will read as many transcripts as possible of the interview that has been written by himself each interview with the participants. Then the researcher will investigate and trace the appropriate verses related to the question of the study that has been constructed. The next step is to investigate the important facts given by the participants so that no data is out of sight. In the final step, the researcher numbered the lines of each statement given by the participants and formed categories based on the question of the study.

Developing Themes and Data Encoding

The data analysis in this study is carried out by adhering to the triangulation method which aims to further strengthen the data analysis process. After obtaining information from the interview methods, observation, and document analysis, the next involves three stages of data processing, namely reduction, coding and making verification. The codes that have been verified will be analyzed according to specific themes based on research questions (Merriam, 2009). Themes and built-in categories are then analyzed on a case-by-case basis. Then at the

reduction stage, information is done by selecting, summarizing and cutting out information that does not contribute to the study questions. The information that has been through the reduction process is displayed in a structured and more focused form by building codes that describe specific themes. To launch this process, the researcher uses ATLAS.ti version 8 patchwork. The next step is to make a verification to guarantee the validity and reliability of the findings. In this connection, for the purpose of verifying the built-in codes, the examiner will obtain the verifier partner to make the verification of the code and units found in the collected data.

Trustworthiness and reliability

According to Sufean & Ghazali (2016), the reliability of data obtained through interviews and observations can be gained through peer reviews. First of all, the scholar needs to create code on top of each theme or category. before being referred and checked by the appointed reference expert. For this study, the researcher can appoint a field expert as a code verifier. The same goes for trustworthiness when making transcripts. The researcher appointed a linguist to verify, approve, and make validation of a semi-structured question instrument by a field expert, triangulation of data, results of the field record report, expert validation on the theme of the study findings obtained. The researcher has appointed four reference experts who have experience in the field studied.

Findings

Analysis of findings from interviews, observations, and document analysis of all participants found that speaking assessment took place in tandem with the T&L and was carried out from the beginning to the end of the T&L. The five steps to implement the assessment outlined by PPPBD include planning the T&L and assessment methods, implementing the T&L and assessment, recording and analyzing student mastery, follow-up actions, and reporting on student mastery levels. A description of the steps for the implementation of speaking assessment is shown as in Table 1:

Table 1

The Implementation of Speaking Assessment

School	Participant(P)		Planning and T&L assessment methods	Implementing T&L and assessment	Record and analyze student mastery	Follow-up	Reporting student mastery	Total
SMK	P1	T&L1	?	?	?	?	?	5/5
		T&L2	?	?	?	?		
		T&L3	?	?	?	?		
	P2	T&L1	?	?		?		3/5
		T&L2	?	?		?		
		T&L3	?	?		?		
SABK	P3	T&L1	?	?		?		3/5
		T&L2	?	?		?		
		T&L3	?	?		?		
	P4	T&L1	?	?				3/5
		T&L2	?	?				
		T&L3	?	?				
SBP	P5	T&L1	?	?	?	?	?	5/5
		T&L2	?	?	?	?		
		T&L3	?	?	?	?		
	P6	T&L1	?	?		?		2/5
		T&L2	?	?		?		
		T&L3	?	?		?		

Based on Table 1 above, there are five steps for the implementation of speaking assessment carried out by the participants, namely planning T&L and assessment methods, implementing T&L and assessment, recording and analyzing student mastery, follow-up actions, and reporting on student mastery levels. However, not all assessment steps were fully implemented by the participants.

The Implementation of speaking assessment by Malay Language Teachers

i) Planning T&L and assessment methods

The findings showed that all participants were able to prepare by planning T&L at an early stage before starting T&L. Analysis of T&L observations and speaking assessment found that the six participants first determined the learning objectives by identifying the Content Standards (SK) and Learning Standards (SP) that are in line with the learning objectives and in accordance with the learning tasks before assessing students in the classroom. The findings also showed that the participants used verbal methods for the purpose of obtaining information related to the ability, development, and learning progress of students from time to time which was carried out continuously. For P1 the initial planning is made by referring to DSKP to determine the SK and SP to be assessed to students. An example of a statement from P1 can be seen as follows:

P1 : Yeah. I refer to DSKP. I used all the codes for SK and SK to implement the speaking assessment in the calssroom.

For P3, preparation at the initial stage of assessment is to determine the SK and SP to be evaluated for student learning process. In addition, P3 stressed that he would determine the learning objectives and activities to be carried out during the speaking assessment. Here is a statement from P3 on how he planned the T&L:

P3 : First of all, I need to prepare the RPH to choose the SK. The SK must related to the T&L objectives that need to be achieved that day. I also planned what is the suitable speaking skills activities for my students in accordance with they ability.

ii) Implementing T&L and assessment

The second step of CA is implementing T&L and assessment. Based on Table 1, all the participants conducted T&L and assessment simultaneously and continuously in T&L. Observation analysis found that all participants used the verbal method to carry out activities in a planned manner either by questioning, discussion, presentation, listening and responding verbally in line with the PPCA. Discussion on the implementation of T&L and assessment will be explained further as below.

Speaking assessment conducted by all six participants lasted throughout the T&L process either one hour (two periods) or one hour and a half (three periods). The findings of the observation and analysis of documents found that all participants conducted speaking assessment according to the suitability and readiness of students. Observation of T&L P2 found that he referred to SK and SP (example 1.7 & 1.7.2) to assess the students' verbal assessment. Throughout the observation of T&L sessions, there was interaction between teachers and students when the teacher presented instructions for discussion. The same applies to the interaction between students during group discussions. The statements is as above:

P2 : I want you to think about four things you need to discuss and convey in oral form. You can choose what production. For examples, fruits or vegetables...I want you to think about four important things you want to discuss. 10 minutes of discussion before each group for the information.

P3 also refers SK and SP for speaking assessment. P3 gives students the opportunity to discuss in groups about a given topic before evaluating each student individually. For example:

P3 : Today I'm going to go to do the speaking assessment. The topic you are talking about today is the problem of social problem in today's youth. You can discuss about the cause and the effect. I want you to discuss in your group.

The researcher also observed and analyzed the documents on P6 T&L. The findings found that P6 refers to SK and SP (1.5 & 1.5.1) when performing speaking assessment in the classroom. P6 provides instructions to discuss in pairs and distribute assignments for each student. Below is the statement of P6 in the classroom to his students:

P6 : I'll give you this handouts. All you need to do is give your opinion on the factors and effects of a landslide. Discuss with your friends. Then I want you to present what you have discussed.

Based on the analysis of the data, the researcher found that all participants used parallel assessment activities in PPPBD. As a result of the analysis in Table 2, the researcher found that various assessment activities were applied by all study participants in each T&L to conduct speaking assessment in accordance with the topic. The findings of the study found that all six participants were in agreement with the assessment activities proposed by the PPCA. Activities carried out for students showed that the participants often held discussions and presentations in front of the class either individually or in groups. Furthermore, the selection of topic for T&L and speaking assessment, almost all participants used textbooks as the main reference.

Table 2
Speaking Assessment Activities

Sekolah	Maklumat Participant (P)		Speaking Assessment Activities						
			Presentation	Worksheets	Questions and Answer Discussion	Text Book	Gallery Walk	PT3 theme	Acting
SMK	P1	T&L1	?		?		?		
		T&L2		?	?	?	?		
		T&L3		?	?	?	?	?	
	P2	T&L1	?		?		?		
		T&L2		?	?	?	?		?
		T&L3			?	?	?		
SABK	P3	T&L1	?		?	?			?
		T&L2	?		?	?			?
		T&L3	?		?	?			?
	P4	T&L1		?	?	?	?		
		T&L2	?		?	?			
		T&L3	?		?	?	?		
SBP	P5	T&L1	?		?	?			
		T&L2	?		?	?			
		T&L3	?		?	?			
	P6	T&L1	?	?	?	?			
		T&L2	?	?	?	?			
		T&L3	?		?	?			

Formal and informal speaking assessment

DSKP stressed that the assessment can be carried out both formally and informally. Formal verbal assessment requires teachers to carry it out in a planned manner in the classroom and school. Teachers will use Content Standards, Learning Standards, Performance Standards as measurement tools to achieve T&L and assessment objectives. While informal verbal assessment is done by the teacher through observation and the teacher will make an assessment of the students based on the behavior, emotions, and cognitive shown by the students. For example, the involvement of students in extracurricular activities that involve speech such as giving speeches and debate activities. Table 3 shows that all participants

conducted a formal verbal assessment and informal verbal assessment was only carried out by four participants:

Table 3

Formal and Informal Speaking Assessment

School	Participant (P)	DSKP	
		Formal Speaking Skill	Informal Speaking Skill
SMK	P1	?	?
	P2	?	?
SABK	P3	?	?
	P4	?	
SBP	P5	?	?
	P6	?	

Analysis of the findings showed that all participants applied formal and informal assessments in conducting speaking assessments in schools. The overall analysis of the findings proved that all participants know and understand the speaking assessment of students can be assessed whether it is done formally or informally.

During the observation process, the researcher found that all participants performed speaking assessments throughout the T&L, that is, between an hour and an hour and a half in one T&L. The findings showed that four out of six participants (P1, P3, P4, and P6) made speaking assessments with group activities for three periods of T&L except for P2 and P5 who carried out individual assessment activities.

The following are some examples of statements related to formal assessment that became the practice of participants:

- P1 : I want you to sit in a small group. I want you to discuss with your group members about the poem so that you can be more confident in your team. Now get into your group.
- P4 : The title is pollution. Everyone knows what pollution is? What can be said about pollution? Who's going to try to answer? What can you interpret or what can you explain about your understanding of pollution?.

The following is a discussion of the informal speaking assessments conducted by the participants on their students. Based on the interview data, it shows that there are participants who conduct speaking assessments and give evaluation for students who involved informal assessments. For example, students who are involved with activities outside the classroom during extra-curricular activities such as forums, debates, speeches, berpantun and speaking at assemblies. According to the findings:

- P1 : The curriculum activities we can judge them by their speech. But if he does, I will guide them how to speak in front of people. That is one of assessment. I usually

create a more relaxed and less formal way of being in and out of the classroom with the various methods of teaching and assessment.

P3 : I've done this in class so far. But sometimes in person or in other activities how the student interact in public so that I will judge them and gave the best band. Sometimes this student can in front of the audience very well.

P5 : Sometime I bring my student to the pantun competition. Let's say he is a 1st grader and he can perform well so I'll give him band 6. That's because he went to school representing the competition in the district area.

iii) *Record and analyze student mastery*

The recording process should be carried out systematically that shows the development, abilities, progress, and mastery achieved by the student. Analysis of T&L observations and interviews also proved that the participants evaluated the speaking assessment by observing each student during the activity. Table 4 below shows how participants recorded speaking assessments:

Table 4
Record and Analyze Student Mastery

School	Participant(P)	Record and Analyze Student Mastery					
		During Speaking Assessment			Outside T&L		
		T&L 1	T&L2	T&L3	T&L1	T&L2	T&L3
SMK	PK01	?	?	?			
	PK02				?	?	?
SABK	PK03				?	?	?
	PK04				?	?	
SBP	PK05	?	?				
	PK06				?	?	?

The findings of the study found that two participants (P1 and P5) made recordings during speaking assessment in the classroom. Furthermore, P3 and P4 did not carry the transit form and did not record the student's mastery level because there was not enough time. While two participants, namely P2 and P6 recorded student achievement outside of T&L time.

P1 stated that he would record the level of mastery achieved by students during speaking assessment activities in the recording form brought in the classroom. P1 explained that the decision should be made without delay. According to P1:

P1 : Yeah, I'll wrote the score immediately after the student finished the speaking skills task.

In the interview with P4, P4 understood that the recording should be done every time after the speaking assessment. However, observations of P4 showed that P4 did not carry the transit form in the classroom. When researcher asked further after T&L, P4 stated that "when every pupil needs to be assessed, the teacher does not have enough time". Instead, P4 will give instructions to each student to write SP in the notebook learned on that day to mark the SP has been implemented and then P4 made it as evidence to make a recording later. The

statement given by him is contrary to the provisions of the recording procedure in the PPCA. Such actions may raise doubts about the scores achieved by students because it is very likely that the participants will forget the level of achievement that students should receive. In addition, this situation will make it difficult for P4 to determine whether the student needs to be given follow-up action or not. P4 stated as below:

P4 : I told my students to write down the SP in their exercise book. That's how I know what my students are doing. Huh..that's it. Because sometimes I don't bring the form with me. So my evidence is in the student book.

In contrast to P2, he explained that he rarely brought the speaking assessment record form in class because he thought it was not suitable to record in class because it took T&L time. Below is an example of his statement:

P2 : I will record right after class. This is because I don't have time to record during the T&L.

The summary as a whole showed that all four participants (P3, P4, P2, and P6) understood that they needed to record student mastery. However, they are faced with constraints such as lack of time recording that take place in the classroom. Analysis of the study showed that only P4 who did the recording was not in line with PPPBD, that is, by simply looking at the SP recorded by the students in the textbooks as evidence that the assessment had been carried out without evaluating the assessment directly. This situation clearly proves that participants need training and workshops on how to make recording effectively and transparently.

iv) Follow-up Actions

Under PPPBD, teachers can carry out follow-up actions for students who have not mastered that has been learned. In PPPBD, follow-up actions can be carried out by teachers either immediately or planned.

In this regard, based on the analysis of interview data obtained, P1, P2, P3 and P5 will carry out follow-up actions if the student has not mastered the SP speaking assessment. Each student will be given the opportunity to re-do the speaking assessment in the next T&L session until the student has mastered it. During the observation conducted by the researcher on the T&L of all participants, the students evaluated by the participants in the classroom mastered the planned SP and no follow-up action was taken. P4 was the only participant who did not follow up with his or her students. The following are the statements given by the study participants:

P3 : Usually, in such situations, I will give them some questions to encourage them to talk, which means I will ask questions that open up the opportunity for them to talk. I'll give them a chance to score. I usually do it two or three times. I always gave them a chance to talk so that I can evaluate their mark.

Furthermore, the findings showed that only P4 was the only participant who did not follow up with his students because he thought students who could speak by giving opinions in class could be counted as having mastered SP learned. P4 further explained that the large number of SPs caused him to not be able to repeat the assessment due to the large number of students in the classroom. The statement given by P4 is not in line with the requirements of

PPPBD. In this case, it shows that he is unfair to his students because they have the right to repeat so that they can master the learning in speaking assessment. According to him:

P4 : As far as I'm concerned, if he could just talk to me, I'd be fine. There are a lot of SP to be achieved. I have about 42 SP so I can't do it one to one. So I think if he can response in class I will just evaluate them to give the score.

v) Reporting student mastery level

Periodically, reports on how well students are learning will be given to all relevant parties, including parents. The teacher's report seeks to identify each student's areas of strength and weakness as well as potential future activities to improve the T&L. Only two participants (P1 and P5) gave reports on their students' mastery levels to their parents, according to the results of the interviews conducted with all six participants. Not reporting to their parents was the case for four participants. The following are the quotes from the research participants:

P5 : Ermmm... during the interaction with parents. I will explained the achievement of their kids.

P5 states that student reporting will be submitted to parents during formal occasions such as meetings with parents. In this context, prove their actions in line with the PPPBD. However, the statements below explain that the participants did not submit a report on the level of speaking assessment mastery to parents unless parents requested such reporting. This is because, there are parents who think that assessment reporting is not as important compared to examination results. In this case, it is clear that the reporting not given to parents is not in line with the provisions in the PPPBD.

P2 : No. I don't give it to the parents. But I do keep it in my assessment file. But if there are students move to other schools I will give them the score.

P6 : Usually parents didn't ask, but we'll make sure they have it. Parents will get the score of PT3 results.

Discussion

The study's findings demonstrate that when using oral measurement, participants referred to DSKP and PPPBD. They demonstrated that they had performed learning assessments for every T&L task and evaluation. This study supports a 2019 study by Mahaya et al. that demonstrated how well teachers comprehend and apply AfL in the classroom. However, because the participants did not grasp the requirements outlined in the text, they did not complete all of the DSKP and PPPBD assessments. T&L planning and techniques of management, implementation and measurement, student mastery recording and analysis, follow-up activities, and student level mastery reporting are steps in the implementation of management in the classroom. The findings of the study proved that the participants understood the aspects of the determination of SK and SP to be carried out in accordance with the method of measurement. The survey finds that the SK and SP selected by the participants are consistent with the existing knowledge and readiness of the student.

Next, the T&L was used in conjunction with the oral measurement that participants did. Participants in the study also discovered that textbooks were often used as instructional tools for oral measurement. According to T&L observations, textbook utilization is maximized. There is no doubting that the recently released first and second level textbooks for KSSM are more engaging. Activities are prepared methodically based on language proficiency,

appropriate for the students' level, and based on the students' knowledge and aptitude. The information gathered is corroborated by a study conducted by Martínez (2018), which discovered that teachers in T&L mostly choose textbooks due to the abundance of activities offered for oral assessment. Examiners often practice oral examination techniques in groups or pairs, depending on their preference (Hasselgreen, 2005). The participants discovered that they conducted more discussion activities in pairs or groups than they did individual assessment tasks, which were completed by a small number of participants.

T&L observation of the study revealed that the participants assigned the students a variety of communication tasks and allowed them to lead discussions in accordance with their own interests and tendencies. It was discovered that participants did not merely encourage students to follow their instructions; rather, they acted as guides. Researchers discovered that students exhibited positive behaviors like speaking up and offering advice, supporting one another in groups, and demonstrating a high level of confidence by taking responsibility for one another. Each time a group of students finished a discussion task, the researcher discovered that the students came to the classroom to individually present the outcomes of the discussion to the class. It was discovered that every student received the chance to present an argument, and concurrently, the participants assessed each student in order to calculate the oral evaluation score. The pupils demonstrated a strong sense of self-assurance and a readiness to voice their ideas.

The study's findings demonstrated that, following their in-class debating, participants would ask students about the topic they had submitted. This was an example of an oral evaluation technique. Inquiring can also refer to questioning or probing done by participants to get the answers the student desires. When this happens, the researcher gets information that a peer of the student will assist in providing answers in the event that their colleague is unable to accurately respond to the questions posed by the participants. It has been demonstrated that the participants' responsible management techniques support students' learning processes and foster an engaging learning environment where students can interact. The results corroborate those of Abdull Sukor & Azliza (2013) and Mohd Asri & Zulkifley (2014), who found that a variety of communicative activities encourages and presents chances for students to participate actively in the process of honing their speaking skills in interactions with teachers and peers.

This shows, albeit subtly, how CA wants teachers to assess students in terms of their cognitive, affective, and psychomotor abilities. (KPM, 2012). The findings of this study align with a study by Fletcher & Shaw (2012), which demonstrated that, in contrast to teacher-centric assessment, student-directed assessment yields high achievement scores as well as increased motivation and enjoyment in learning.

The results of this study also support the findings of the study (Martínez, 2018) that teachers are more likely to choose discussion activities either in pairs, in small groups, or in large groups. The teacher stated that discussion activity dominated oral skills because in this way it could give the student the opportunity to talk as much as possible about the assignment given. Compared to the findings of a study obtained by Adaba (2017) showing that teachers do not conduct discussion activities either in pairs or in groups instead of relying only on textbooks as learning material during oral examination in the classroom. This leads to the practice of communicating not being applied during learning inside or outside the classroom. Simultaneously, the results of the study showed that the participants sought to improve oral skills among their students through the involvement of students in discussion activities whenever oral measurements were carried out. Even the participants were found to

constantly make observations and engage in discussions as guides and promoters to ensure that the interactions occurring reach the T&L objectives and measurements. The interaction that occurs between teacher and student can affect the success of achieving the planned PdP objectives (Nugroho, 2011).

The findings of the study also provided input that the participants emphasized the use of grammatical sentences, i.e. emphasizing speech, intonation, tone, and tactile aspects when debating or presenting opinions spoken orally. It can be seen that this situation relates to the giving of the definition of oral measurement at the beginning of the discussion above. The participants could not specify the definition as contained in the DSKP but they could implement it during the oral examination. Their concerns can be seen when they always make sure the students use the correct language and will warn the students in case of any language errors whenever T&L observations are carried out by the examiner. This proves the correct use of spelling at the punctuation point by the participants. The results of this study were also supported by Lazaraton (2014) which stated that oral skills occurred in real time and that reference, pause, rythme, vocabulary, and linguistic aspects needed attention. Unlike Luoma (2004) who believes that the evaluation of oral interpretation should emphasize the strategy of oral interaction and not the aspects of speech or the use of long sentences should be

Student mastery reports contain information about learning progress and mastery levels achieved by students. Access related to student mastery reporting should be given to stakeholders, especially parents from time to time. The majority of participants in the study found that they did not submit a student's mastery report to their parents unless a parent asked them to know the progress of their child's oral examination, but this is rarely the case. There were also study participants who submitted a report to parents during the presentation of the results of the school's internal examination. In short, only a handful of parents care and realize that the importance of the decontamination is achieved by their child. This leads parents to pay more attention to mid- and end-of-year exam results and ignore the progress of students' learning through measurement. Parents' awareness of the measurement emphasis that has been applied in schools since 2012 is still low and they consider the credibility of the exam results received by the children to be more acceptable when compared to the assessment deduction. Nevertheless, the participants keep the report for documentation purposes and are handed over to the student in case of a student moving to school or a submission made during the full reporting at form 3 later.

Next, find a study on the deduction of the Mastery Level (TP) of students in oral measurement. The findings of this study also showed that the participants did not understand how to make an oral measurement deduction that required them to refer to SPi containing TP. The data obtained in this study found that the participants stated that they referred to the Mastery Level (TP1 to TP6) to assess the student's performance. The reality is, based on what is said and done in the classroom proves they make their own cuts, that is, according to their own views and perceptions and not based on DSKP. This situation occurs when the study participants do not understand what the TP statement requires because it is too subjective. The findings of this study support a study conducted by Arsaythamby et al. (2015) that found teachers with low knowledge in determining the discharge of students based on the TP statement in the SPi that is the teacher's reference.

Suggestion For Future Studies and Conclusion

The measurement system that is becoming a major momentum in Malay language education requires teachers to move more proactively and dare to accept changes that integrate T&L

with oral measurements in the classroom. Therefore, the teacher should get used to the new teaching atmosphere and not circumvent the practice of teaching or conduct it separately. An oral evaluation scan is performed to see to what extent the student's learning achievement is to be achieved based on the established TP. Teachers, as an examiner, must first prepare themselves with sufficient knowledge of how to perform an examination of the student to be evaluated. The scrapping is based on the criteria that have been established and not arbitrarily. Teachers are responsible for determining the discharge of students in a transparent, fair and fair manner as outlined in the DSKP and PPPBD. In order to realize this goal, teachers need to be supplemented with training with more effective ways to make the oral measurement cut clearly. Training is given not only in the form of courses that are too short instead of training or workshops regularly and frequently required for Malay language teachers really understand and master how the actual extortion is done. Then there will be no deduction made based on the perception of the teacher solely by ignoring the TP in the DSKP as obtained in this study findings.

The study uses a qualitative research design with a case study approach that is limited to the implementation of Malay language oral measurement. For future studies, researchers interested in deepening the field of literacy can focus research on reading and writing skills among Malay language teachers. In addition, researchers can also use quantitative design by choosing a questionnaire tool to deepen a study involving a larger number of samples. Since this study involves only one state, it is proposed that future quantitative studies involve sampling from several other states. The participants selected in this study were made up of Malay language teachers from three different categories of schools, namely SMK, SABK, and SBP. Researchers suggest that future studies should focus on out-of-city schools, private schools, cluster schools or trust schools so that the data obtained will be more robust and convincing. This proposed school selection aims to look at the challenge of teachers in carrying out measurements in their schools.

Next, advanced studies can also involve students as samples of studies. Students should also be given the opportunity to hear their voices and views on the implementation of measurement in their day-to-day learning process at school. The students' views and voices that may be avenged are the responsibility of the scholar to frame what is hidden in their hearts as the primary client of the school's measurement system. Through this way can see the strengths and weaknesses of the extent to which the effectiveness of measurement implementation whether improvements need to be taken in the future.

Finally, the researcher suggested that the policy-building system involving the KPM, PPD, and JPN that channelled the science resources to teachers as implementers should be used as a sample in future studies. This can help the fluidity of information among teachers relating to management which is the primary practice in the school. Thus, the objective of the study to identify the theoretical and practical measurements can be implemented more steadily and effectively.

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